

**The TURNAROUND MODEL focuses on a complete change of a school through leadership and staff changes and operational flexibility; measuring the effectiveness of staff; implementing comprehensive instructional reform strategies; adopting a new governance structure; establishing schedules and implementing strategies that provide increased learning time; and providing social-emotional and community-oriented services.**

*Replace the principal and grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully each element of the Turnaround Model (IN Turnaround Principle 1)*

**Required**

- Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort
- Redesign school leadership structure to provide appropriate operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully each element of the turnaround model

**IN Conditions**

- Use the current principal selection (per IN's ESEA flexibility waiver Focus and Priority requirements) to determine if the current principal has the ability to lead the transformation effort in the school **OR** Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort
- A required year of pre-implementation/planning in which principal effectiveness will be reviewed prior to full implementation in year 2 and every year of the SIG grant
- Beginning in year 3, evidence of the ability to lead the turnaround effort and the past track record of student success must be submitted to IDOE prior to the school year and receive a favorable response in order to receive SIG funding
- Redesign the current leadership structure to create a building-wide team (including: administrative staff and teacher leaders) to focus on:
  - building leadership capacity
  - developing teacher leadership across the building
  - school improvement planning
  - roles, responsibilities, and goals of all leadership members
- Provide the principal with a mentor from a high-performing school, or external or university partner

*Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,*

*a. screen all existing staff and rehire no more than 50 percent, and*

*b. select new staff*

*c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible working conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school (IN Turnaround Principle 5)*

**Required**

- Use a teacher evaluation system which takes student growth into account as a significant factor
- Replace at least 51% of staff
- Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers

- Provide staff with opportunities for leadership growth in the building
- Provide collaboration time for staff

**Options**

- Implement staff recommitment process to substantially different working conditions, including: definition of school hours, job assignment, and job duties
- Establish a comprehensive system to support struggling teachers with content and pedagogy, especially teachers of students from special populations
- Implement a comprehensive induction program for new teachers
- Implement a system of peer support and assistance to foster the needs of educators
- Creating hiring timelines and processes to effectively recruit highly qualified teachers able to effectively conduct turnaround work
- Ensure ineffective teachers are not assigned or reassigned to the school

*Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN Turnaround Principle 5)*

**Options**

- On-going professional development targeting best practices determined by classroom walk-thru data, teacher observation data and student achievement data
- Teachers intentionally communicate learning objectives to students which are aligned to IAS
- Implement PD with an emphasis on instructional strategies to support special populations
- Hire building-level instructional specialists to support educators who serve special populations
- Restructure school leadership team to dramatically increase time available for instructional leadership
- Revise the school schedule for professional learning communities
- Provide staff with appropriate professional development to enable them to reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a collaborative and individual setting
- Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English Learners acquire language skills to master academic content

*Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards (IN Turnaround Principle 3)*

**Options**

- Implement 8-Step Process
- Conduct Formative Assessment Development and Training
- Hire and implement the use of instructional coaches
- Implement a comprehensive ramp-up program for students at-risk of failure or subgroups with the largest achievement gaps
- School leaders verify the curriculum being delivered is aligned to the IAS by frequent classroom walk-thrus and reflective feedback to teachers
- Conduct a curriculum audit

- Hire building-level interventionists
- Instructional coach lesson modeling
- Create an intervention plan for students who are behind academically
- Conduct periodic reviews to ensure that the instruction is implemented with fidelity to the selected curriculum, is having the intended impact on student achievement, and is modified if ineffective
- Using and integrating technology-based supports and interventions as part of the instructional program
- SECONDARY – increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework
- SECONDARY- Improving student transition from middle school to high school through summer transition programs or freshman academies
- SECONDARY- increasing graduation rates through credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills

*Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN Turnaround Principle 6)*

#### **IN Conditions**

- Report card accountability disaggregation presented and provided to IDOE at first monitoring visit
- Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement
  - Locally developed or IDOE provided
  - Academic and Behavior Data
  - Subgroups and subpopulations
  - Parental Involvement Focus

#### **Options**

- Implement 8-Step Process
- Conduct Formative Assessment Development and Training
- Provide staff with collaborative opportunities to analyze data and respond to learning needs of students (e.g., Professional Learning Communities)
- Create a system-wide approach to tracking school data and individual student data
- Analyze formative and summative assessments to respond to student academic, behavioral, and social needs
- Implement a schoolwide “response-to-intervention” model
- SECONDARY- Establishing early-warning systems to identify students who may be at risk of failing to achieve high standards or graduate

*Establish schedules and implement strategies that provide increased learning time – meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for*

- (a) Instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;*
- (b) Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate*
- (c) Teachers to collaborate, plan, and engage in professional development within and across grades and subjects (IN Turnaround Principle 7)*

#### **Required**

- Provide increased learning time for students [as defined above in (a) and (b)]
- Ensure the schedule is designed to meet the professional development needs of staff [as defined above in (c)]

#### **IN Conditions**

- Utilization and analysis of extended learning data
- Formalized plan must be submitted before implementation year, including:
  - Activities
  - Staffing
  - Transportation
  - Academic subjects covered
  - Details of any partnerships, vendors, or external partners

#### **Options**

- Implement a comprehensive ramp-up program for students at-risk of failure or subgroups with the largest achievement gaps
- Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically
- Increase advanced coursework opportunities for students
- Increase student access to career, technical, or credentialing programs
- Provide opportunities for career internships
- Offer double-doses in core content areas to struggling students
- Provide before/after/summer/ weekend school enrichment and/or intervention programs
- Restructure the academic schedule to increase core content or remediation time
- Revise the schedule to create tutoring or extended learning time
- Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff

*Provide appropriate social-emotional and community-oriented services and supports for students (IN Turnaround Principle 2 and 8)*

**Options**

- Implement culturally competent family and community engagement programs focused on instruction and academic performance
- Hire a parent/community engagement specialist who can focus on individual students and families, and who can plan monthly reach-out to families
- Review and change student enrollment and placement processes to increase family engagement and improve student outcomes
- Engage community partners to provide wrap-around services for students and families
- Create a process to involve family members in school decision –making
- Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support
- Utilize a method of gathering stake-holder feedback that informs goals and on-going progress monitoring
- Implement a culturally-competent support system to improve safety, reduce suspensions, increase attendance, and support all students
- Utilize a behavior interventionist
- Implement a school-wide program to eliminate bullying or promote tolerance

**Governance Structure and Support –**

*a. Adopt a new governance structure, which may include, but is not limited to requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.*

*b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)*

**IN Conditions**

- LEA must provide the principal:
  - control over people, time, program, and dollars
  - an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner
- LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s):
  - Defined district role in the school SIG planning process
  - Designated central office staff member to be part of the SIG process
  - Written support and commitment from local teacher’s association regarding flexibility for SIG implementation
  - Monthly monitoring of SIG programming and implementation

- Evaluation System for programming and implementation of SIG
- Data review plan
- Special Populations review plan
- Fiscal monitoring plan
- Timeline and responsible parties for all above plans

**Options**

- Complete a school audit of the use of school funds to guide staffing decisions and implement findings
- Reallocate resources to increase support for direct instruction of students at-risk of failure
- Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule
- Implement a culturally competent tiered system of support focused on student psycho-social health
- Contract with a vendor or partner with a track record of success to support the school (i.e. – lead partner, external provider, university)
- Allow the school to run under a new governance arrangement, such as a transformation division within the LEA
- Implementing a per-pupil, school-based budget formula that is weighted based on student needs